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ABSTRACT

Programs implemented in 1989-90 by the Austin (Texas) Independent School District (AISD) using Chapter 2 Formula federal funds are described. Chapter 2 Formula provides federal funds to the states through the Elementary and Secondary Education Act of 1965 as amended in 1988. Chapter 2 funds can support programs that meet the educational needs of students with special needs; acquire curricular materials; improve schools through innovative programs; train staff; enhance student achievement through instruction and community service; or provide early childhood education, gifted and talented education, technology education, community education, and/or youth suicide prevention programs. AISD received $531,021 and in addition, $106,208 was rolled forward from 1988-89 for a grand total of $637,229. Funds have been allocated to the following programs and services: (1) the Academic Decathlon; (2) Blanton Wicat Computer Lab; (3) Bridge Computer Lab at Webb; (4) Comprehensive Competencies Program at Johnston; (5) extracurricular transportation; (6) library resources (dictionaries); (7) middle schools training; (8) pre-kindergaretn supplements; (9) private school programs; (10) Project ASSIST; (11) Rainbow Kits; (12) school-community liaison augmentation; (13) secondary remediation support; (14) administration and management activities; and (15) evaluation services. This report provides descriptions, discussions of implementation, salient characteristics, and evaluation methods and results of the various programs and services, as appropriate. Based largely on AISD districtwide staff surveys administered in January and February of 1990, 100% of the respondents rated the private school programs as effective, 29% rated Project ASSIST as effective, and between 41% and 89% of the respondents rating the remaining programs as effective. Twenty-eight figures are included. (TJH)

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# Chapter 2 Formula, 1989-90

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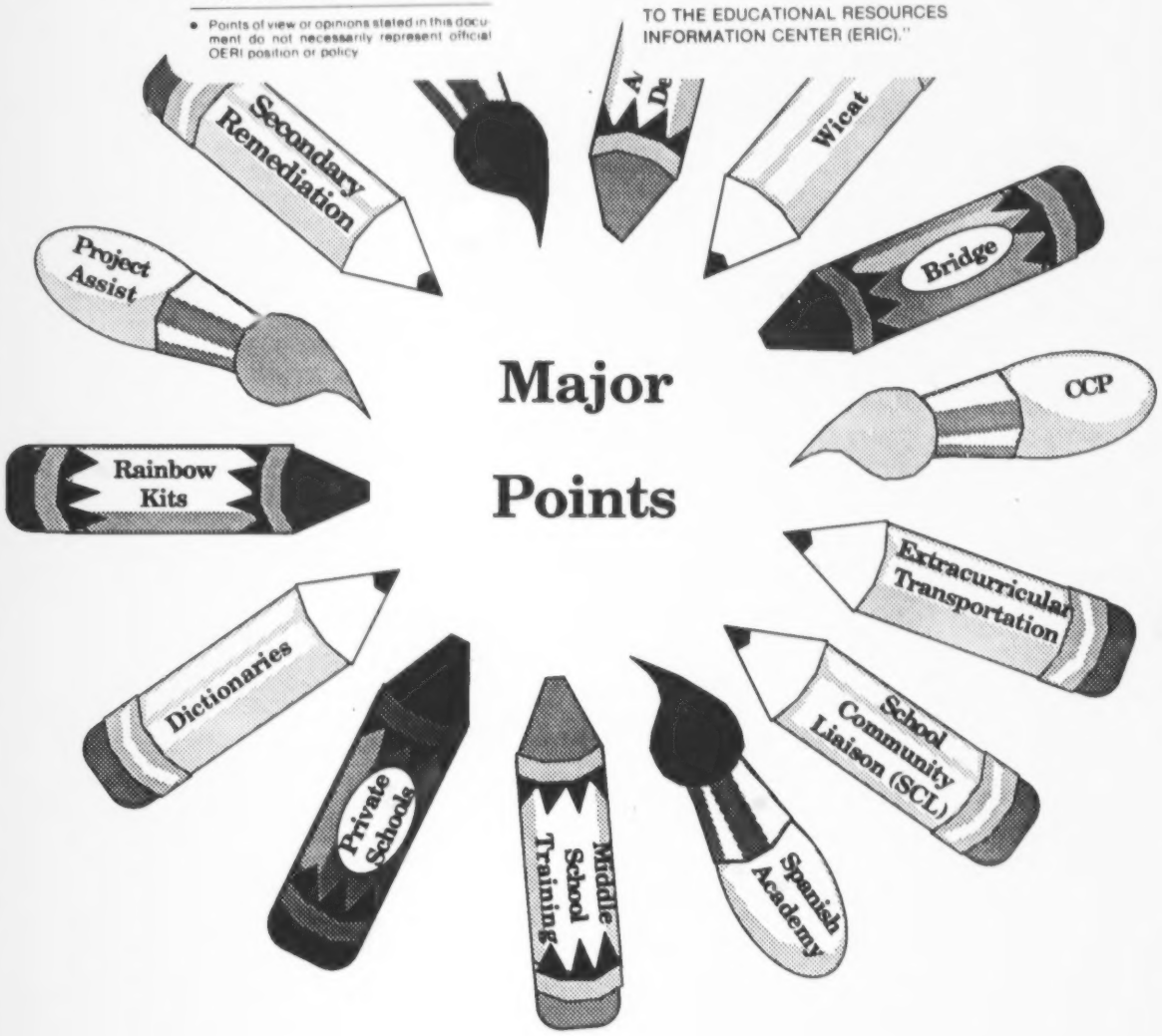


## Major Points

**Austin Independent School District**
**Office of Research and Evaluation**

June, 1990

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# Chapter 2 Formula 1989-90: Major Points
## EXECUTIVE SUMMARY

**AUTHOR: Nancy R. Baenen**

## Program Description

Chapter 2 Formula provides federal funds to the states through the Elementary and Secondary Education Act of 1965 (ESEA) as amended by P.L. 100-297 in 1988. Chapter 2 funds can support one or more programs which:

- Meet the educational needs of students with special needs (e.g., dropouts and high-cost students),
- Acquire curricular materials,
- Improve schools through innovative programs,
- Provide staff training,
- Enhance student achievement through instruction and community service,
- Provide early childhood, gifted and talented, technology education, community education, and/or youth suicide-prevention programs.

In 1989-90, the Austin Independent School District (AISD) received $531,021. In addition, $106,208 was rolled forward from 1988-89 (a grand total of $637,229). Funds have been allocated to the following programs and services.

- Academic Decathlon,
- Blanton Wicat Computer Lab,
- Bridge Computer Lab at Webb,
- Comprehensive Competencies Program (CCP) at Johnston,
- Extracurricular Transportation,
- Library Resources—Dictionaries
- Middle Schools Training,
- Pre-K Supplements,
- Private Schools,
- Project ASSIST,
- Rainbow Kits,
- School Community Liaison (SCL) Augmentation,
- Secondary Remediation Support,
- Administration/Management, and
- Evaluation.

## Major Findings

1. **Johnston CCP Lab**: Most students (84%) and over half of the Johnston staff (59%) believe CCP can positively impact dropout rates. However, results for 1989-90 are not encouraging and compare unfavorably to 1988-89. Duplication of the CCP model at other schools cannot be recommended based on this year's results. (pp.13-16)
   - Dropout rates for students served in fall, 1989 were above predicted levels while those for spring, 1989 students were below predicted levels.
   - Dropout rates through the fifth six weeks were over three times as high in 1989-90 as in 1988-89 for both the fall (40% versus 12%) and spring (16% versus 2%) groups.
   - Credits, grades, discipline, and attendance data do not show positive change, on the average, for CCP students this year. Last year, grades were influenced positively. Students are not progressing at a pace that will allow timely graduation.
2. **Elementary Computer Labs**: The two Chapter 2 labs generally helped students keep pace with gains of similar students districtwide, with three exceptions.
   - **Blanton** students in grades two through five served through WICAT showed ITBS gains at predicted levels in 8 of 10 comparisons and above predicted levels in reading and mathematics at grade 5. (Blanton's achievement in comparison to predicted levels has improved since the first year of the lab.) (p.8)
   - **Webb** low achievers served in mathematics through the new BRIDGE lab made ITBS gains at predicted levels at grade 5 but below predicted levels at grade 4. (p.10)
3. **Project ASSIST**: While the total number of individual students referred to ASSIST was only slightly lower than last year (266 versus 277), the total number of times these students were referred decreased substantially (1,486 to 831). The number of suspensions decreased this year but corporal punishment rates increased. (pp.31-32)
4. **Pre-K**: Chapter 2 full-day pre-K students made Peabody vocabulary gains significantly greater than the national average. However, gains were not consistently greater than AISD half-day students (low-income students' gains were significantly greater but limited-English-proficient students' were not). Most teachers (84%) believe the full-day program is more effective than the half-day. (p.26)

# Table of Contents


| | |
|---|---|
| Executive Summary | i |
| Program Effectiveness Summary | 1 |
| Academic Decathlon | 2 |
| Blanton Wicat Computer Lab | 7 |
| Bridge Computer Lab at Webb | 9 |
| Comprehensive Competencies Program (CCP) at Johnston | 11 |
| Dictionaries | 17 |
| Extracurricular Transportation | 19 |
| Middle Schools Training | 22 |
| Pre-K Supplements | 25 |
| Private Schools | 27 |
| Project ASSIST | 29 |
| School Community Liaison (SCL) Augmentation | 33 |
| Secondary Remediation Support | 34 |
| Spanish Academy | 36 |
| Bibliography | 39 |


**NOTE:** For evaluation information on Rainbow Kits, see the Chapter 1 Final Report (ORE Publication No. 89.03).

# Program Effectiveness Summary

Chapter 2 funds programs which vary greatly in focus including direct student instruction, transportation, staff training, and educational materials. Information collected on all components is shown in Figure 1 below. Descriptive and effectiveness information specific to each component is presented in the individual sections of this report which follow.

**FIGURE 1**
**CHAPTER 2 1989-90**
**Service and Effectiveness Summary**

| COMPONENT | GRADES | NUMBER SERVED | COST | STAFF % AGREEING EFFECTIVE* |
|---|---|---|---|---|
| Academic Decathlon: National scholastic competition for all achievement levels | 11-12 | 77 Team Students 220 Recruited | $40,582 ($527 each) ($184 each) | 65% |
| Blanton Wicat Computer Lab: Supplemental instruction in reading, language, mathematics, and typing | K-6 | 452 Students | $14,921 ($33 each) | 67% |
| Bridge Computer Lab at Webb: Mathematics instruction to students below grade level | 4-5 | 131 Students | $30,295 ($231 each) | 89% |
| Comprehensive Competencies at Johnston: Language arts and mathematics instruction to students at risk of dropping out. | 9-12 | 77 Students | $54,152 ($703 each) | 59% |
| Library Resources: Dictionaries and thesauri for schools | K-12 | 58,634 Students | $28,640 ($.49 each) | 82% |
| Extracurricular Transportation: Transportation for extracurricular events for secondary students reassigned for integration | Pre-K-12 | 13,372 Students | $106,028 ($8 each) | 68% |
| Middle Schools Training: Staff training to implement middle school concepts | 6-8 | 163 Staff and Parents | $8,170 ($50 each) | 63% |
| Pre-K Supplements: Second half of five pre-K classes (to make full day) | Pre-K | 100 Students | $84,833 ($848 each) | 85% |
| Private Schools: Instructional materials, library resources, and equipment | Pre-K-6 | 2,447 Students | $19,914 ($8 each) | 100% |
| Project Assist: Discipline management system at three schools | Pre-K-6 | 266 Students | $50,750 ($191 each) | 29% |
| School Community Liaison Augmentation: Transportation for multicultural and other special events | Pre-K-12 | 13,020 Students and Parents | $12,000 ($1 each) | 41% |
| Secondary Remediation: Supplies for Zenith, TAP, and Peak Programs for at-risk students | 9-12 | 521 Students | $8,000 ($15 each) | 63% |
| Spanish Academy: Short courses in Spanish for AISD employees | Pre-K-12 | 413 Staff | $42,727 ($103 each) | 53% |

*Based on districtwide staff surveys administered in January and February except that private schools' use of funds was rated only in a survey of those schools. Samples were selected to include those with adequate knowledge to rate effectiveness. All items included on option of "unfamiliar with component" (these were excluded from percentages). Some components had surveys more specific to users (see Academic Decathlon, Middle Schools Training, Spanish Academy).

# Academic Decathlon

**DESCRIPTION**

The Academic Decathlon is a national scholastic competition designed to challenge the academic abilities of students from all performance levels. In 1989-90, AISD's second year of participation, the program expanded from six to all 10 of the regular high school campuses. Each team included nine students from eleventh and twelfth grade of varying academic performance levels; three from each of the following categories:

| GPA | COMPETITION LEVEL |
|---|---|
| 3.75-4.00 | Honor |
| 3.00-3.74 | Scholastic |
| 0.00-2.99 | Varsity |

The competition includes 10 events--economics, fine arts, language and literature, mathematics, science, social science, essay, interview, speech, and super quiz. Each team member competes in every area, with medals awarded for individual events.

**IMPLEMENTATION**

In the fall, the 15 Academic Decathlon coaches (one to three per campus) asked content-area teachers for nominations of students. In AISD, team members had to meet all University Inter-Scholastic League (UIL) standards to compete. Participation on the part of students was voluntary. No course credit was given. A full-day practice occurred in December, at which time final selection of team members occurred.

The regional competition took place January 25-26 in Round Rock. AISD provided nine (36%) of the 25 high schools participating (77 students). Lanier students served as helpers but did not participate because of a prolonged illness of the coach. AISD schools placed 5th through 21st in the competition. Individual students received 30 of the 150 medals awarded (20%). Schools did not place high enough to go on to the state or national competitions.

**CHARACTERISTICS OF TEAM MEMBERS**

In 1989-90, 220 students were recruited and practiced for the Academic Decathlon, with 77 students ultimately competing as

members of the Decathlon teams. Of those on the teams:

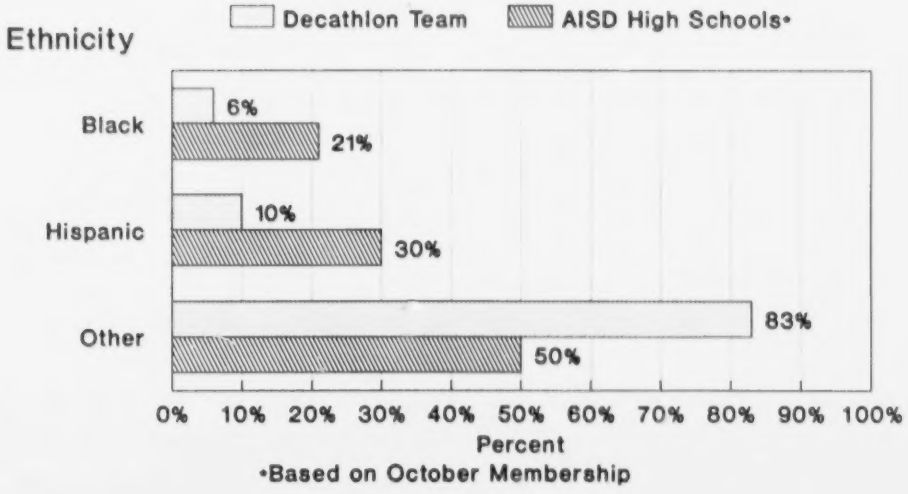
- 45% were female and 55% were male;
- 6% were Black, 10% were Hispanic, and 83% were Other in ethnicity;
- 42% were eleventh graders (32 students) with the remainder (58% or 45 students) twelfth graders.

While all ethnic groups were represented, the number of Black and Hispanic students was not proportional to AISD's overall high school membership (see Figure 2). This was also true last year. Decathlon coaches (in responses to an April survey) indicated Black and Hispanic students were recruited along with Other students, but more practiced than ultimately competed. The coordinator suggested transportation for practices and special events may be more difficult for minority students. Coaches cited other activities led some not to participate. Two coaches believed minority student participation might increase if course credit were offered (through a fine arts honors or general knowledge tutorial course); two others indicated a more conscious individual recruitment effort with minority students might help.

Overall, $40,582 of Chapter 2 funds were allocated to the Academic Decathlon for coach stipends, reproduction, materials, travel, and other program support. This amounts to $527 per participant on the teams or $184 per student who was recruited and practiced.

FIGURE 2

## ACADEMIC DECATHLON 1989-90
## Ethnic Composition of Participants Compared to AISD High Schools



## DECATHLON PROGRAM FUNCTIONING

### Overall

Of the 15 Decathlon coaches, 10 (67%), representing 9 of the 10 schools, returned an April survey from ORE about the program. Seven (70%) indicated the Decathlon programs functioned smoothly at their schools in 1989-90. Eight (80%) indicated recruiting efforts were a success. (One coach's prolonged illness influenced her responses.) Eight (80%) believed that, on balance, the benefits of the Decathlon made it worth the time, effort, and money involved. One respondent favored dropping the program. Many different aspects were considered "best" about the Decathlon by the coaches. Students' interactions and teamwork were mentioned most (5 respondents). Improved attitudes toward studying, the Round Rock host, the speeches, medals won, coordination across schools, the knowledge gained, and the eagerness to compete were each mentioned by one respondent.

Problem areas cited included the lack of course credit (3), time, communication/coordination problems at the schools, comparing schools, and lack of enthusiasm for the super quiz topic (1 each).

### Recruiting and Coaches

When asked specifically about recruiting or coaching, the following problems and possible solutions were mentioned.

**Recruiting**

Lack of course credit--Students are involved in many activities. Credit in fine arts honors or general knowledge tutorial would help (3).

Eligibility--Some students could not ultimately compete because of no pass-no play or Decathlon rules on grade averages (2).

Timing--Conflict with SAT. Date change would help (1).

Incentives--Allowing students to "letter" through Academic Decathlon (as in athletics) would help (1).

Relevance--Students saw the range of knowledge as too restricted and the level of detail as too great (1).

Support--Other honors teachers were not supportive and withheld students. Might help if principal discussed with them (1).

**Coaching**

Topics--Too many to cover in a short time (1).

Communication--Getting students together and distributing news and materials (1).

Money--Additional funds for materials would help (1).

Practice--Plan to recruit in May and have study seminars periodically this summer (1).

### Time Commitment

Involvement in the Decathlon does take time. Coaches reported working 72 to over 200 hours on the Decathlon in 1989-90 (114 hours on the average). Each school received a stipend of $2,098 to be split among the coaches. Coaches reported enlisting the help of 0-6 other teachers at their campus to assist in the

effort. Coaches reported other staff helped 1-7.5 hours each (2.9 hours on the average). They estimated students spend 120 to 200 hours preparing for the competition (an average of 108 hours).

**EFFECTIVENESS**

The AISD districtwide staff surveys (administered January 15 through February 15) included questions on the Academic Decathlon. Two questions on effectiveness were sent to Academic Decathlon coaches and department heads plus campus administrators at the high schools (see Figure 3). Two questions on involvement went to a random sample of content area teachers (see Figure 4). The sample was more selective this year than last to provide better information on involvement and effectiveness. It is important to note that surveys were administered about the time of the January 26 competition; some surveys were probably completed before, and some after, this event.

**FIGURE 3**
**ACADEMIC DECATHLON**
**Survey Items on Effectiveness**

| Item | Group | No. | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|---|
| Both the District and students benefit from our participation in the Academic Decathlon. | Teachers* | 37 | 22% | 30% | 30% | 11% | 8% |
| | Administrators | 43 | 37% | 40% | 12% | 9% | 2% |
| | Total | 80 | 30% | 35% | 20% | 10% | 5% |
| The Academic Decathlon competition is an effective way to promote academic excellence. | Teachers* | 36 | 22% | 22% | 28% | 19% | 8% |
| | Administrators | 41 | 39% | 42% | 5% | 15% | 0% |
| | Total | 77 | 31% | 32% | 16% | 17% | 4% |

*Academic Decathlon Coaches and Department Heads

Responses on effectiveness indicated that:

- About two thirds of those surveyed agreed that the Decathlon benefited both AISD and students and was an effective way to promote educational excellence.
- However, teachers (the Decathlon coaches and department heads) agreed less often than administrators (significant at .01 level). The difference was greatest regarding the Decathlon's effectiveness in promoting excellence, with 44% of the teachers and 81% of the administrators agreeing.**

**When coaches were asked these same questions later (in April), 80% agreed AISD and students benefitted and 70% agreed on effectiveness. More negative views may therefore be held by department heads as a group.

**FIGURE 4**
**ACADEMIC DECATHLON**
**Survey Items on Involvement**
**Content Area Teacher Responses**

| Item | N | YES | NO |
|---|---|---|---|
| I was contacted about possible recruitment of my students for the Academic Decathlon. | 180 | 52% | 48% |

| Item | N | Prepared My Students | Worked With School Team | Not Involved |
|---|---|---|---|---|
| I was involved in preparing students for the Academic Decathlon in the following ways: | 184 | 11% | 13% | 76% |

Content area teachers were the most appropriate for the coaches to contact regarding possible Decathlon participants. Responses of those surveyed indicated 52% were contacted and 48% were not. In terms of helping prepare students for the Decathlon, 24% were involved in some way while 76% were not.

Medals earned were not used to measure effectiveness for several reasons -- each participant is simply asked to do his or her best, participation has other benefits in addition to medals, and AISD is only in its second year of participation (its first year at some schools). However, examining individual medals earned provides interesting information for goal setting. AISD students represented about 36% of the students participating, while earning 20% of the individual medals. A goal should be considered of raising the number of medals earned to a representative level.

# Blanton WICAT Computer Lab

**NATURE OF THE LAB**

The WICAT computer lab provides supplemental instruction in reading, language, mathematics, and typing. Software covers a full range of skills in each area. The WICAT software runs on the 30 WICAT computer terminals in the lab. Chapter 2 funds provided a computer lab manager to run the lab. Her major duties were to:

- Be proficient in the technical aspects of running the computer system;
- Properly place each student in each curriculum area;
- Advise each teacher on how to get the most from the system;
- Help students as they worked on the system; and
- Produce teacher reports.

**STUDENTS SERVED**

Nearly all students at Blanton utilized the computer lab. All those in grades 1-5 were served daily for 30 minutes. At grade 6, only AIM High students were served; they went for 30-60 minutes per day. Kindergarten classes received orientation to the lab starting mid-year and went twice a week from March through May. Thus, the only students who did not utilize the lab were sixth graders not in AIM High. The frequency of service did vary across students. Overall, 452 students were served by the lab; 53% Black, 28% Hispanic, and 19% Anglo. Based on a Chapter 2 cost of $14,921, the cost per student for WICAT was $33.01.

One modification was made in service for the first through fifth graders this year. Those students who mastered the objectives worked on the terminals while those who did not received tutoring directly from the teacher. This took place at a table in the computer lab so that the teacher could still be available to assist students on the terminals as needed.

**COORDINATION WITH CLASSROOM INSTRUCTION**

Teachers received training from the WICAT Company related to coordinating classroom and lab instruction. Teachers consulted with the lab aide to select curriculum lessons that would produce the best learning opportunities for the children. This year, teacher guides were obtained for each teacher to facilitate planning (previously there was one guide in the lab). Some work has been done to correlate AISD's curriculum with that of WICAT. The WICAT system allowed great flexibility in

lessons. All students could work on the same lesson or lessons could be completely individualized; lessons could be remedial, practice, or enrichment. The teacher received feedback on the students' performance through observing and assisting students in the lab and from hard-copy reports showing student performance on each lesson. Lab grades were averaged into regular class grades for the first time this year.

**WICAT EFFECTIVENESS**

Staff Opinions

Districtwide survey results reveal that 67% of Blanton's professional and administrative staff (N=27) believe WICAT is an effective way to develop reading and mathematics skills (17% were neutral and 17% did not see WICAT as effective). Over half (59%) saw WICAT lessons as well coordinated with lessons in the classroom (26% were neutral and 15% did not see them as well coordinated).

ITBS Results

The Report on School Effectiveness (ROSE) uses regression analysis to compare obtained achievement gains on the Iowa Tests of Basic Skills (ITBS) with those predicted for the school population. **At grades 2 through 5, where WICAT was used by all students, gains were at predicted levels in eight of ten comparisons and above predicted levels in the other two cases (at grade 5).** These results compare favorably to those for Blanton in 1987-88 and 1988-89. At grade 6, where WICAT served only AIM High students, gains were below predicted levels in two of three areas. ROSE results are not available at grades K and 1.

**FIGURE 5**
**BLANTON ITBS GAINS --**
**ROSE RESULTS 1988-89 TO 1989-90**

| GRADE | READING | | | MATHEMATICS | | | LANGUAGE | | |
|---|---|---|---|---|---|---|---|---|---|
| in 89-90 | Pre | Post | Sig.* | Pre | Post | Sig.* | Pre | Post | Sig.* |
| 2 | 1.8 | 2.8 | At | 1.8 | 3.0 | At | Not Applicable | | |
| 3 | 2.4 | 3.3 | At | 3.2 | 3.2 | At | Not Applicable | | |
| 4 | 3.3 | 4.1 | At | 3.5 | 4.5 | At | 4.1 | 4.9 | At |
| 5 | 4.2 | 5.5 | Above | 4.3 | 5.7 | Above | 4.6 | 5.6 | At |
| 6 | 5.4 | 6.3 | At | 5.6 | 6.3 | Below | 5.8 | 6.5 | Below |

NOTE: Mean Grade Equivalent Scores-- 1988 Norms
* Significance: Indicates whether gains were at, above, or below predicted levels.

# Bridge Computer Lab at Webb

**NATURE OF THE LAB**

The Bridge Computer Lab was established at Webb in 1989-90 to assist fourth and fifth graders one or more years below grade level in mathematics. The goal is to accelerate the rate of learning for these students through guided practice. Other students have access to the lab as time permits.

AISD developed a scope and sequence for mathematics at grades 4 and 5 in 1988-89 which was implemented in 1988-89. In the summer of 1989, an instructional coordinator worked with Webb staff to correlate this scope and sequence with software already available in the District. Essential elements which had no software available were identified. Chapter 2 funds were utilized to fund the computer lab coordinator, needed software, and eight Apple computers to begin the lab at Webb. The computers supplemented Webb's supply of 11 Apple computers. The total allocation for this component in 1989-90 was $30,295. The cost per student was $231.26.

**LAB FUNCTIONING**

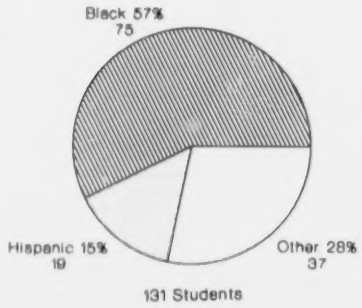
Equipment was received and the lab was ready for students to be served in September. The lab coordinator set up and catalogued the computer software and hardware, copied materials as appropriate, and set up schedules for use of the lab. On an ongoing basis, she set up the lab for each class, helped teachers identify appropriate software, and served as tutor and reinforcer of work successfully completed by the students.

Students were identified for service in the lab by scores one or more years below grade level on the ITBS mathematics portion plus teacher judgement. These students were all placed in the same class of 15 or 16 students (Webb uses teams of four teachers each). Teachers selected the software students were to work on in the lab. Sometimes everyone worked on the same lesson (guided practice on a skill introduced previously in the classroom), and sometimes lessons varied across students. Teachers accompanied students to the lab and assisted them as they needed help. Records were kept of the number correct on each lesson.

## STUDENTS SERVED

FIGURE 6
BRIDGE COMPUTER LAB AT WEBB
ETHNICITY OF STUDENTS SERVED

Overall, 131 students were served during 1989-90; 63 in grade 4 and 68 in grade 5. Figure 6 shows the ethnic characteristics of these students. Most students were provided guided practice in basic mathematics skills for 90 minutes per week all year (continuously from the point of enrollment).




## LAB EFFECTIVENESS

### Staff Feedback

Staff report students were more motivated to work on mathematics on the computer, with the interactive game format, than they were with traditional methods. Perseverance in memorizing multiplication and division was enhanced. The presence of an aide to set up, change, and keep software organized facilitated use greatly and saved instructional time (an estimated 10 minutes per session).

Nine teachers plus two administrators at Webb responded to a districtwide survey item on effectiveness. All but one (89%) agreed that Bridge had been effective in accelerating learning in mathematics for those involved (one was neutral).

### ITBS Scores

Students' gains on the ITBS between spring, 1989 and 1990 were examined using regression analysis. Actual gains were compared to those predicted for students with similar characteristics districtwide. Results for Bridge Lab participants revealed gains at the level predicted for grade 5 but lower than predicted for grade 4 (see Figure 7). This compares to schoolwide results where both fourth and fifth graders at Webb showed gains below predicted levels in mathematics. **Thus, Bridge participation may have helped the fifth graders involved to show greater gains than other fifth graders at Webb. There is no such evidence at grade 4.**

**FIGURE 7**
**BRIDGE COMPUTER LAB**
**ITBS Mathematics Gains 1988-89 to 1989-90**

| GRADE IN 89-90 | MATHEMATICS | | | | |
|---|---|---|---|---|---|
| | NUMBER | PRE | POST | GAIN | SIGNIFICANCE* |
| 4 | 46 | 2.8 | 3.5 | .7 | Lower |
| 5 | 44 | 3.6 | 4.6 | 1.0 | At |

NOTE: Mean grade equivalent scores using 1988 norms.
*Significance: indicated whether gains were at, above, or below predicted levels based on regression analysis (Report on School Effectiveness).

# Comprehensive Competencies Program (CCP) at Johnston

**DESCRIPTION**

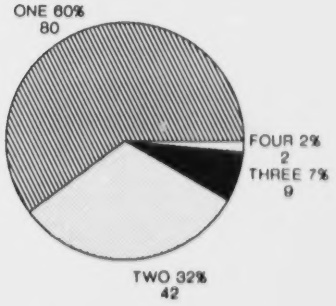
The Johnston Comprehensive Competencies Program (CCP) is designed as a dropout prevention program. Improved achievement in language arts and mathematics is another more specific goal; students can be enrolled in one or both subject areas. CCP utilizes special instructional materials and computer-assisted instruction and is one of ten model school sites for US Basics. Instruction is individualized, with placement based on test results on the Tests of Adult Basic Education (TABE).

**STUDENTS SERVED**

The CCP lab at Johnston takes students who are having difficulty in school and are referred by counselors, teachers, and parents. Students may be retained, overage for their grade, behind in credits earned towards graduation, failing classes, chronically absent, discipline problems, youth offenders, pregnant, or teenage parents.

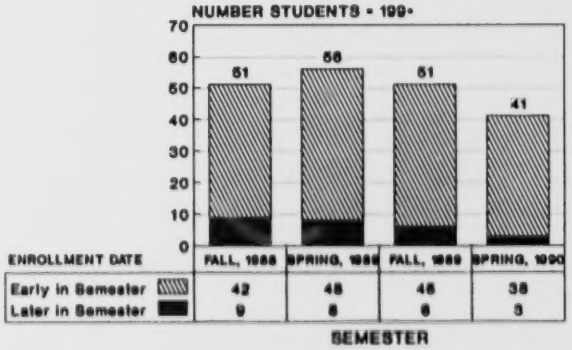
**The length of time students participate in CCP varies.** Based on students enrolled for any part of a semester in 1988-89 and 1989-90, **over half of the students (60%) participate in CCP one semester (see Figure 8). The other 41% of the students stay in CCP 2, 3, or 4 semesters.** Thus, each semester's group (see Figure 10 on the next page) includes some continuing students (37-50% of each group) and some new students (50-63%). Students can enroll in CCP after the first few weeks of the semester as well; 3-9 students (7-18% of the enrollment) have been late entries each semester (see Figure 9).

FIGURE 8
NUMBER OF SEMESTERS ENROLLED
JOHNSTON CCP STUDENTS
1988-89 AND 1989-90




Number Students = 133
Unduplicated Count

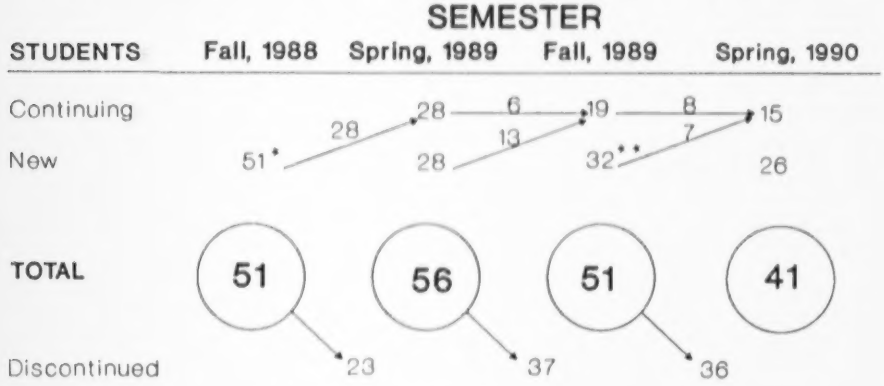
FIGURE 9
LATE ENTRIES INTO CCP
COMPARED TO TOTAL ENROLLMENT
1988-89 AND 1989-90




•Duplicated Counts Across Semesters

FIGURE 10

## PATTERNS OF ENROLLMENT
## JOHNSTON CCP LAB 1988-89 AND 1989-90




*CCP began prior to fall, 1988. However, ORE began tracking in fall, 1988. Students are therefore all called "new" although some may have enrolled previously.

**2 students included here were enrolled in fall, 1988 and returned in fall, 1989.

In 1989-90, 77 individual students were enrolled overall. The largest percent of participants (74%) was Hispanic, followed by Black (22%) and Other (16%) students. Almost two thirds (62%) were ninth graders, with 38% in grades 10-12. Students were 60% male and 40% female. Most students (82%) were overage for their grade, 45% were low income, and 3% were limited-English-proficient students.

Overall enrollment in the fall was 51; 45 enrolled by the end of the first six weeks of the semester and 6 added past that point. Spring overall enrollment was 41, with 38 enrolled by the end of the fourth six weeks of the school year and 3 adding after that. Of the spring students, 15 were also served in the fall.

**STAFF ROLE**

Chapter 2 Formula funds provide the salary for the lab instructor and management information specialist through an allocation of $54,152 (a per student cost of $703). The primary duties for the instructor are to:

- Interview new students and explain the nature of CCP,
- Test, teach, and tutor students,
- Grade and grant credit to students,
- Counsel students and assist them with problems that may interfere with school success,
- Follow up on students who are absent or drop out,
- Develop curriculum that meets AISD and US Basic requirements, and
- Attend mathematics and English department meetings.

Primary duties for the Management Information Specialist are to:

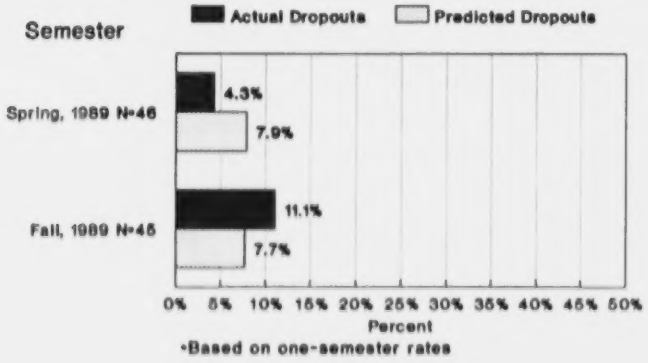
- Test students,
- Keep descriptive and student progress information on the computer for each student,
- Prepare quarterly reports for US Basics,
- Maintain and assist with computer hardware and software,
- Assist with student tutoring, and
- Assist in the English as a Second Language (ESL) and Principles of Alphabet Literacy Systems (PALS) labs.

**EFFECTIVENESS**

Dropout Rates

Actual dropout rates for CCP participants could be compared to one-semester predicted rates (based on state criteria) for the spring, 1989 and fall, 1989 groups (see Figure 11 below). **Actual dropout rates compared favorably with expected rates last spring but not this fall.**

FIGURE 11
CCP DROPOUT RATES
SPRING, 1989 AND FALL, 1989
ACTUAL COMPARED TO PREDICTED RATES*




**Comparisons of fifth six weeks' rates for this year and last show 1989-90 rates were over three times higher than those for last years' CCP groups--40% compared to 12% for the fall groups and 16% compared to 2% for the spring groups.**

A check was also done to see if any 1988-89 CCP students who dropped out returned to school in 1989-90. As of the end of the summer, 20 of the 79 1989-90 CCP students had dropped out. Eight (40%) did re-enroll in high school in 1989-90; four stayed in and four dropped again by the end of the fifth six weeks. Twelve who dropped out in 1988-89 did not return to school.

The instructor reported several students left high school but enrolled in job training or General Educational Development (GED) programs elsewhere. Some enrolled in the Creative Rapid Learning Center which is not accredited with the State of Texas as a GED program; these students therefore must still be listed as dropouts.

TABE Results

The Tests of Adult Basic Education (TABE) is used to place students in the curriculum from US Basics. Students are tested again after 100 hours of time on task or at the end of the semester to check progress. The TABE was nationally normed based on a sample of adults in basic skills programs of four types--basic education, vocational-technical training, juvenile corrections, and adult corrections. Basic skills achievement is measured in grade equivalents in reading, mathematics, language, and spelling through four overlapping levels:

| Level | Grade Equivalent Range |
|---|---|
| Easy (E) | 2.6-4.9 |
| Medium (M) | 4.6-6.9 |
| Difficult (D) | 6.6-8.9 |
| Advanced (A) | 8.6-12.9 |

Students take a short "Locator Test" (25 items in vocabulary and 25 in mathematics) to determine which level of the test is appropriate for them to take.

The pre- and posttest scores for all students enrolled by 10/6/89 were examined. **The test was found to provide less than accurate measurement for many of the students with both scores. Over two thirds of the students enrolled before 10/6/89 had scores at either the lowest or highest possible score for their test level** (as shown below). Scores at these levels do not allow gains to truly reflect achievement levels. In most cases, true gains may have been larger than test scores indicated.

| Test Area | No. Tested | No. (%) Earning Lowest or Highest Possible Score |
|---|---|---|
| Language Arts | 26 | 19 (73%) |
| Reading | 26 | 18 (69%) |
| Mathematics | 24 | 17 (70%) |

Individual students' pre- and posttest scores covered the full range of 2.6 to 12.9 in grade equivalents. Given valid scores, students could be expected to make about 4.5 grade equivalents months gain in a semester based on the national norms. Mean grade equivalent scores for fall students (enrolled by 10/6/89) are shown in Figure 12. It is difficult to interpret the scores given the problems with individual scores. It appears gains exceeded the national norm in mathematics (.85) but not in language arts (.30) or reading (.16).

**FIGURE 12**
**FALL, 1989 CCP RESULTS**
**Tests of Adult Basic Education (TABE)**

| Class | Language Arts | | | | Reading | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | Pre | Post | Gain | N | Pre | Post | Gain | N | Pre | Post | Gain |
| Morning | 14 | 6.19 | 6.36 | .17 | 14 | 7.03 | 7.30 | .27 | 12 | 5.84 | 6.84 | 1.00 |
| Afternoon | 12 | 6.14 | 6.60 | .46 | 12 | 7.29 | 7.33 | .04 | 12 | 6.60 | 7.29 | .69 |
| Total | 26 | 6.17 | 6.47 | .30 | 26 | 7.15 | 7.31 | .16 | 24 | 6.22 | 7.07 | .85 |

**As presently used, the TABE appears inadequate for the measurement and placement needs of CCP; it may also negatively impact Johnston's standing relative to other US Basics school sites.** The instructor reports any negative impact of test results on curriculum placement is not great because adjustments can be made if the material is too easy or hard. However, some instructional time must be lost while the student tries the material and "tests out" of levels that are too easy. The testing difficulties have already been discussed to some extent with US Basics by the CCP staff. Some adjustments appear to be validly possible to TABE scores under certain conditions. If these adjustments are not sufficient, further discussion with US Basics about problems with the TABE or consideration of other acceptable testing instruments in recommended. Changing tests would require additional funds from the AISD local or Chapter 2 budgets.

Discipline, Attendance, Credits, and Grades

Figure 13 summarizes trends for CCP's impact on these outcome variables. Data for the semester of participation is bracketed. Results for 1989-90 attendance, discipline, credits, and grades are not encouraging for dropout prevention. Last year students' GPA's did improve, although other indicators presented mixed results. For 1989-90, compared to the semesters before participation:

- **Attendance** did not improve for either the fall or spring participants in CCP.
- **Discipline** rates did not improve for the fall and spring groups.
- **Grade point averages** (GPA's) did not change substantially for the fall (down .8) or spring (up .8) groups. CCP participants continued to show GPA's below the passing mark of 70.
- **Credits earned** did not improve as a result of CCP participation for the fall or spring group. Credits earned averaged .9 to 1.5 credits this year, below the 2.5 credits needed to graduate on time.

Staff and Student Opinions

The instructor reported that, in 1989-90, CCP served more pregnant students, more students with severe problems related to

family or the law, and more students two years or more overage (who could not qualify for Zenith). Pregnancies impacted student attendance greatly, and all conditions made CCP success more difficult. He believes an on-campus GED program may be a better option for older students who cannot qualify for Zenith.

Students enrolled in CCP in the fall were asked on the November districtwide student survey whether they felt more confident about staying in school through graduation now that they were in CCP. Most (84%) of the 19 respondents agreed; 68% strongly agreed, 16% agreed, 5% were neutral, and 11% disagreed.

The 1989-90 districtwide staff survey included an item for Johnston professional and administrative staff. When asked whether CCP was effective in keeping students in school, 59% agreed in 1989-90. More respondents were neutral (25%) than disagreed (17%) with the statement.

**FIGURE 13**
**1989-90 STUDENTS' ATTENDANCE, DISCIPLINE, GPA, AND CREDITS EARNED**

| CCP GROUPS | | 1988-89 FALL | 1988-89 SPRING | 1989-90 FALL | 1989-90 SPRING |
|---|---|---|---|---|---|
| | | ATTENDANCE | | | |
| Fall '89 | % | 90.1% | 85.0% | [81.0%] | 84.7% |
| | N | 42 | 41 | 44 | 33 |
| Spring '90 | % | 89.0% | 84.7% | 77.6% | [77.1%] |
| | N | 36 | 37 | 38 | 38 |
| | | DISCIPLINE | | | |
| Fall '89 | % | 11.1% | 8.9% | [11.1%] | 8.9% |
| | N | 5 | 4 | 5 | 4 |
| Spring '90 | % | 7.9% | 28.9% | 18.0% | [18.0%] |
| | N | 3 | 11 | 7 | 7 |
| | | GRADE POINT AVERAGE | | | |
| Fall '89 | GPA | 66.7 | 67.8 | [67.0] | 67.4 |
| | N | 35 | 38 | 43 | 40 |
| Spring '90 | GPA | 64.7 | 62.5 | 63.4 | [64.2] |
| | N | 24 | 28 | 37 | 36 |
| | | CREDITS EARNED | | | |
| Fall '89 | Avg. | 1.4 | 1.5 | [1.2] | 1.5 |
| | N | 36 | 38 | 43 | 30 |
| Spring '90 | Avg. | 1.2 | 1.0 | 1.( | [ .9] |
| | N | 25 | 28 | 37 | 36 |

[ ]: Semester of participation

Summary

**While most fall students (84%) and over half (59%) of the Johnston staff believe CCP is beneficial in terms of dropout prevention, results from dropout, attendance, discipline, grade point averages, and credits are not encouraging. Results also compare unfavorably to those found in 1988-89. TABE results are mixed and of questionable value.** Comparisons of CCP outcomes with other dropout prevention programs will be available later this summer in the Project GRAD Report (Publication No. 89.35).

# Library Resources - Dictionaries

**UTILIZATION**

AISD schools were allocated $28,640 of Chapter 2 funds to supplement their supply of dictionaries and thesauri. The cost per student was $.49 based on 58,634 students impacted. Each elementary school was allocated $260, most secondary schools were allocated $500, and Robbins and the Alternative Learning Center received $250 each. Overall allocations and purchases are shown in the table below.

| Level | Allocations | No. Schools Participating | No. Dictionaries Purchased |
|---|---|---|---|
| Elementary | $16,640 | 65 (of 65) | 975 |
| Middle/Jr. High | $ 6,500 | 9 (of 13) | 335 |
| High School | $ 5,500 | 12 (of 12) | 414 |
| Total | $28,640 | 86 (of 90) | 1,724 |

Elementary education requested bids and sent each school a memorandum regarding procedures to follow. Elementary schools purchased 975 dictionaries and thesauri with their overall allocation of $16,640 (an average of 15 each). All schools participated.

The overall allocation for secondary schools was $12,000. Secondary education requested bids and let the principals know procedures in a principals' meeting. A reminder was sent to the middle schools who had not placed an order by March 1 via AISD's electronic mail system. The 12 high schools purchased 414 dictionaries; most were Webster's Ninth New Collegiate version. Nine of 13 middle school/junior highs purchased 335 dictionaries of several types. The 21 secondary schools participating purchased 749 dictionaries and thesauri overall (an average of 36 each).

**EFFECTIVENESS**

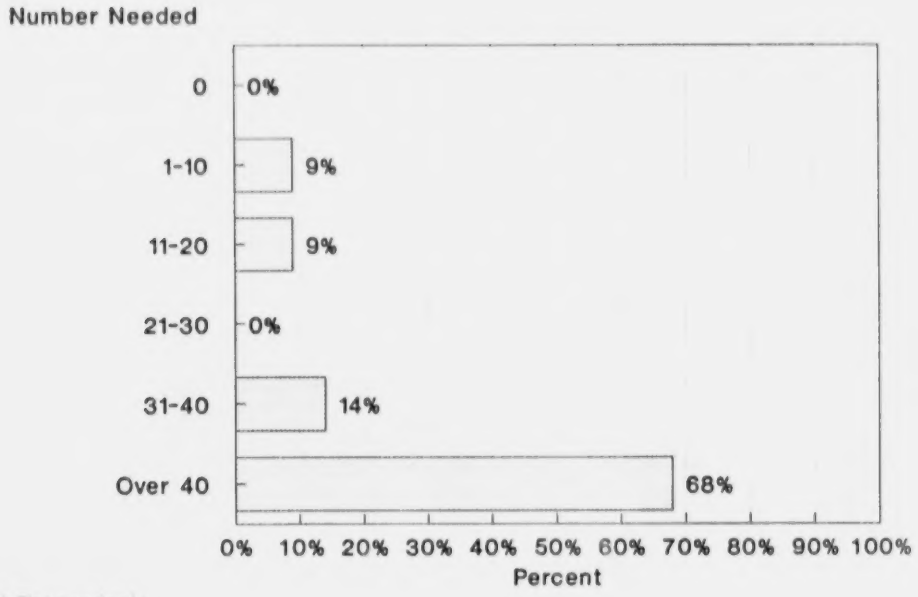
**Schools found the dictionaries useful and believe more are needed.**

- Over three fourths (82%) of the 23 school administrators responding to the districtwide staff survey agreed that the new dictionaries were useful; 55% strongly agreed; 27% agreed, 18% were neutral, and no one disagreed.

- All of the school administrators surveyed (22) indicated a need for more dictionaries--68% reported needing over 40 additional dictionaries to give them an adequate supply.
- Most school administrators (70% of 20) reported allocating the dictionaries to classrooms, 10% to libraries, and 20% to both classrooms and libraries.

FIGURE 14

MY CAMPUS STILL NEEDS --- NEW DICTIONARIES TO HAVE AN ADEQUATE SUPPLY




22 Respondents

# Extracurricular Transportation

Some secondary students have been reassigned to high schools outside of their natural attendance areas for integration purposes. To make it easier for these students to participate in extracurricular activities, extra bus runs are provided before and after school and after out-of-town charter bus activities.

The extracurricular transportation buses are primarily used for athletic practices and events (i.e., football, baseball, track, and basketball), band, drama, other school club meetings and practices, drill-team and cheerleader practices, and tutoring.

**STUDENTS SERVED AND COSTS**

Twenty-one secondary campuses were served through 51 daily bus routes this year. An average of 12 students rode each bus, for an estimated 612 student trips provided daily. Over the full school year, this amounts to 107,100 trips. The actual number of individual students served must be estimated since records of individual students served are not available. When all high school students were surveyed in November, 48% indicated they had ridden an extra-curricular bus one or more times. Extending this estimate to all secondary grades, approximately 13,372 individual students were served through extracurricular buses.

In 1989-90, the total cost for this service to AISD was $214,976, with Chapter 2 providing $106,028. The estimated costs of this service, as shown below, were slightly lower than last year's (e.g., the daily student trip cost to Chapter 2 this year was $.99; last year's figure was $1.16).

| | AISD | Chapter 2 Portion |
|---|---|---|
| **Based on 107,100 Trips (Duplicated Count):** | | |
| Per daily trip per student | $2.01 | $.99 |
| Per student for full year | $448.00 | $173.25 |
| **Based on Individual Students (13,372 Unduplicated)** | | |
| Per Student | $16.08 | $7.93 |

**EFFECTIVENESS**

High School Students

Responses from random samples of reassigned high school students in November, 1989 indicated that:

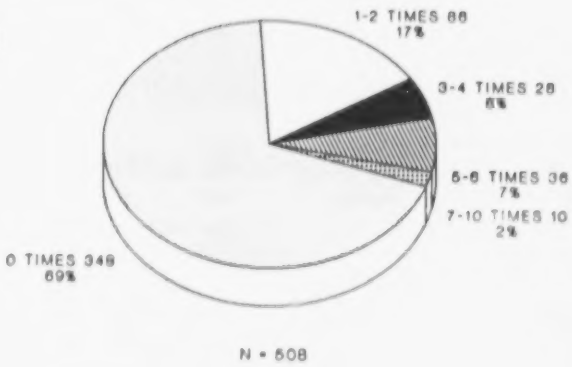
- 48% of the students had ridden an extracurricular bus at least once (N=556). Last year, 62% indicated they had ridden such buses.

- As Figure 15 shows, during an average week, 69% rode the bus zero times, 23% rode 1-4 times, and 9% rode 5-10 times (N=508). Last year, 73% rode an average of zero times per week.

- 53% (compared to 63% last year) indicated they **would** have been able to participate in extracurricular activities if transportation had **not** been provided (N=557). The 47% who could not participate can be estimated to be over 6,000 students.

FIGURE 15

NUMBER OF TIMES PER WEEK IN 1989-90 REASSIGNED HIGH SCHOOL STUDENTS RODE EXTRACURRICULAR BUSES




Districtwide Staff Survey

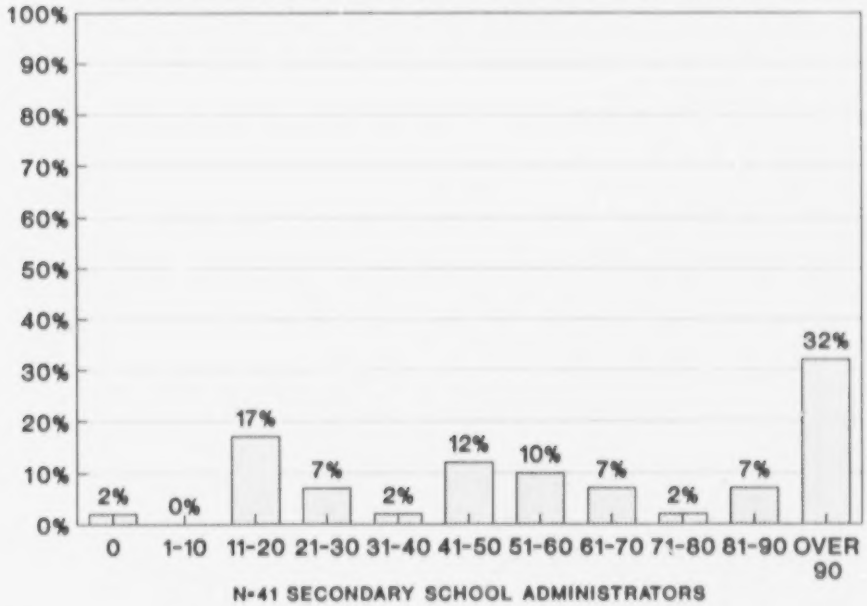
Random samples of AISD secondary professionals and administrators were asked two questions about the effectiveness of extracurricular transportation.

Two thirds of the staff (68%) agreed that the provision of extracurricular buses made it easier for reassigned students to participate in extracurricular activities--22% were neutral, and 10% disagreed (N = 325 administrators and professionals).

All but one respondent (98%) indicated 11 or more students at their campus were helped by the buses (see Figure 16). Almost three fourths (70%) of the administrators believed 41 or more students at their campus were able to participate in activities before or after school who may not have been able to otherwise. The largest percentage of respondents (32%) indicated over 90 students on their campus were helped.

FIGURE 16

EXTRACURRICULAR TRANSPORTATION MAKES IT POSSIBLE FOR APPROXIMATELY ___ STUDENTS AT THIS SCHOOL TO PARTICIPATE IN EXTRA-CURRICULAR ACTIVITIES WHO COULD NOT OTHERWISE DO SO




N=41 SECONDARY SCHOOL ADMINISTRATORS

Summary

**Thus, extracurricular transportation does seem to provide a way for a large number of students to participate in activities before and after school who may not have been able to otherwise. Most do not ride very frequently.**

# Middle Schools Training and Curriculum

**UTILIZATION OF FUNDS**

Chapter 2 provided $8,170 for the curriculum and training efforts at the middle school level described below. Overall, 163 staff, parents, and members of the Board of Trustees were trained for a per person cost of $50.12.

| DATE | TOPIC | GROUP ATTENDING |
|---|---|---|
| October 19 | Cultural awareness unit--RESPECT. Understanding and appreciating other racial and ethnic groups (homeroom curriculum) | Homeroom coordinators--one counselor per school (counselors were to train teachers at their school). Chapter 2 paid for curriculum development and training costs. Number attending--13 |
| November 30 | Middle schools conference: Eanes ISD sponsor; speaker Dr. Howard Johnston. Culture and organization of middle schools; early adolescent development | Team of up to seven staff plus five parents per school. Chapter 2 paid registration. Number attending--80 staff, 7 board members, 48 parents (135 total). |
| June 7 | Homeroom advisory--the role of the guidance counselor within the advisory concept (six-hour workshop) | Guidance Counselors (Chapter 2 paid stipends). Number attending--15 |

**EFFECTIVENESS**

**Overall, opinions on the quality and effectiveness of the November 30 Middle School Conference were quite positive. Opinions on the usefulness of the cultural awareness unit were more mixed, and two thirds of the teachers did not acknowledge receiving training from the counselor about it.**

Training Evaluation Forms

Staff scheduled to attend the November 30 Middle School Conference in Eanes ISD were sent staff development rating forms through the AISD mail December 4. Overall, 30 of the 80 staff responded (38%). While caution must be exercised in interpreting results given the fairly low return rate, responses were quite

consistently positive. Based on eight items, 83% of the ratings were 4's and 5's on a scale of low (1) to high (5). Ratings were highest on whether interest was maintained and the presenter was knowledgeable (90% of the ratings were 5's). While still rated highly, the fewest ratings of 5 were given to the items on effective use of audiovisual materials (9) and printed materials (7).

Districtwide Survey Results

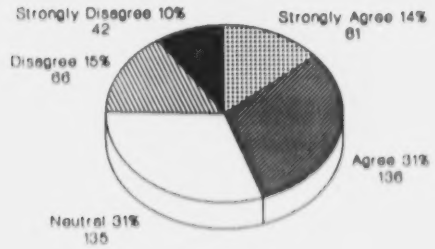
Two of the January districtwide survey items related to the cultural awareness unit. The figures below illustrate the responses of the random sample of middle school teachers.

- Just less than half (45%) of the middle school teachers agreed that the cultural awareness unit contributed to students' understanding of other racial and ethnic groups. The remainder were neutral (31%) or disagreed (25%).

- One third (34%) of the teachers acknowledged receiving training on the unit from a counselor; two thirds (66%) did not.

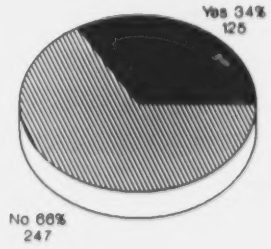
FIGURE 17

THE HOMEROOM (ADVISORY) "RESPECT" CULTURAL AWARENESS UNIT CONTRIBUTES TO STUDENTS UNDERSTANDING OF OTHER RACIAL AND ETHNIC GROUPS




Respondents=440 Teachers

I RECEIVED TRAINING FROM A SCHOOL COUNSELOR ON THE HOMEROOM (ADVISORY) "RESPECT" CULTURAL AWARENESS UNIT




Respondents = 372 Teachers

Two additional survey items, related to the November middle school presentation, were given to those scheduled to attend.

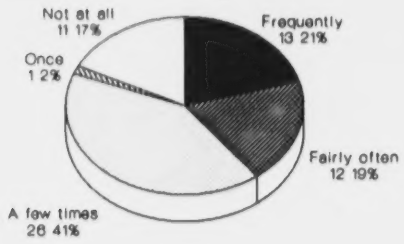
- Almost two thirds (63%) of the 65 respondents indicated the presentation provided information which increased their effectiveness (17% were neutral and 12% disagreed).

- Most (83%) of the respondents had applied what they learned one or more times; 40% reported applying the ideas and information fairly often or frequently (see Figure 18).

Ratings were not available on the June workshop. It was added too late to coordinate data collection.

**FIGURE 18**

**I HAVE APPLIED WHAT I LEARNED THROUGH THE NOVEMBER MIDDLE SCHOOL PRESENTATION BY DR. HOWARD JOHNSTON:**




Respondents • 63 Attendees

# Pre-K Supplements

**DESCRIPTION**

Since the mid-seventies, AISD has had federally funded full-day prekindergarten classes for low-achieving children. Starting in 1985-86, House Bill 72 mandated half-day prekindergarten for all limited-English-proficient (LEP) and low-income children. Chapter 1 federal funds began to fund an additional half day to provide full-day programs at qualifying campuses. Chapter 2 also funded some units beginning in 1987-88. During 1989-90, there were 111 pre-K classes, 85 full-day and 26 half-day. Chapter 2 Formula funds were used to pay for the second half of five classes--one bilingual and one low-income class at Blanton, and one bilingual, one English-as-a Second-Language (ESL), and one low-income class at Travis Heights (making full-day classes). As of October, a total of 85 students were served at the two Chapter 2 Formula schools (38 at Blanton and 47 at Travis Heights). Cumulative counts show 100 students were served overall. Students were:

- 54% female and 46% male,
- 34% LEP and 66% non-LEP,
- 61% Hispanic, 23% Black, and 16% Other.

Overall, $84,833 was allocated to this project from Chapter 2 funds, for a cost per student of $848.

**EFFECTIVENESS**

Peabody Achievement Gains

The Peabody Picture Vocabulary Test-Revised (PPVT-R) in English is a nationally normed, individually administered test of receptive vocabulary. Large random samples of pre-K students were pretested in September and October and posttested in April of 1989-90 to measure gains. In the past, ORE research (from 1985-86 through 1988-89) has found:

- Significantly greater gains in scores between fall and spring for participating students in AISD than is true for four-year-olds nationwide.

- Significantly greater gains for full-day pre-K students than for those served half-day (with the exception of 1988-89).

In 1989-90, full-day pre-K students at Blanton and Travis Heights made significant gains on the Peabody Picture Vocabulary

Test-Revised (PPVT-R) in English. As Figure 19 illustrates, the Chapter 2 Formula bilingual and ESL students averaged a gain of 14.3 standard score points between fall and spring while low income students gained 16.1 points. The two groups combined gained an average of 14.9 points. These gains were:

- Substantially greater than the national average of zero points;
- Significantly larger than half-day programs for low-income students (15.5 versus 7.8 standard points) but not for half-day programs for bilingual/ESL students (14.2 vs. 19.7 standard score points).

**FIGURE 19**
**PEABODY PICTURE VOCABULARY TEST-REVISED (PPVT-R)**
**1989-90 Standard Scores and Gains**

| | 88-89 | | | | 89-90 | | | |
|---|---|---|---|---|---|---|---|---|
| | N | Pre | Post | Gain | N | Pre | Post | Gain |
| **BILINGUAL/ESL** | | | | | | | | |
| Ch. 2 Full Day | 13 | 69.6 | 84.0 | 14.4 | 13 | 42.6 | 56.8 | 14.2 |
| AISD Full Day | 196 | 48.3 | 63.5 | 15.2 | 171 | 41.3 | 57.3 | 16.0 |
| AISD Half Day | 79 | 46.4 | 64.9 | 18.5 | 117 | 48.0 | 67.7 | 19.7 |
| **LOW INCOME** | | | | | | | | |
| Ch. 2 Full Day | 19 | 81.7 | 93.1 | 11.4 | 35 | 72.6 | 88.1 | 15.5 |
| AISD Full Day | 522 | 77.7 | 89.0 | 11.3 | 570 | 75.7 | 88.6 | 12.9 |
| AISD Half Day | 252 | 80.4 | 93.4 | 9.4 | 334 | 86.2 | 94.0 | 7.8 |

Survey Results

**Most (83%) elementary teachers (based on a sample of 102) responding to the districtwide survey believe that full-day pre-K programs are more effective than half-day programs. Small percentages were neutral (12%) or disagreed (3%).**

Summary

**Thus, pre-K does seem to be making a difference overall. However, as with AISD overall, Peabody results offer a mixed picture on whether full-day programs benefit students more than half-day programs in terms of vocabulary development. Most teachers believe full-day programs are more effective than half-day programs.**

Additional information on the effectiveness of pre-K programs in AISD can be found in the final report on Priority Schools (ORE Publication No. 89.04).

# Private Schools

## ELIGIBILITY AND PARTICIPATION

Each year Chapter 2 funds are available through AISD to nonpublic schools in the area. Nonpublic schools are contacted each spring to see if they want to participate. These funds are then distributed to approved applicants on a per-pupil basis for purchase of items approved by the Texas Education Agency (TEA). The 13 schools receiving funds in 1989-90 are listed below.

| School | Enrollment | Appropriation |
|---|---|---|
| Austin Waldorf | 148 | $ 1,205 |
| Great Hills Christian | 200 | 1,628 |
| Hope Lutheran | 54 | 439 |
| Kirby Hall | 115 | 936 |
| Redeemer Lutheran | 300 | 2,442 |
| Sacred Heart | 180 | 1,464 |
| St. Austin's | 223 | 1,814 |
| St. Ignatius | 226 | 1,839 |
| St. Louis | 386 | 3,141 |
| St. Mary's | 135 | 1,099 |
| St. Michael's | 180 | 1,465 |
| St. Paul's | 190 | 1,547 |
| St. Theresa's | 110 | 895 |
| **Total** | **2,447** | **$19,914** |

The Chapter 2 cost per student impacted was $8.14.

## UTILIZATION AND EFFECTIVENESS

Chapter 2 Formula funds were allocated to private schools for instructional materials (11 schools), library resources (8 schools), and equipment (7 schools). To meet TEA reporting requirements, private school administrators were surveyed concerning the number of students impacted and the effectiveness of the purchases made with Chapter 2 funds. Completed forms were returned by 10 of 13 schools for a return rate of 77%. Results are shown in Figure 20 on the next page.

**FIGURE 20**
**EFFECTIVENESS OF PRIVATE SCHOOL EXPENDITURES**

| CATEGORY | SCHOOLS USING | STUDENTS IMPACTED | EFFECTIVENESS (MEAN RATING) |
|---|---|---|---|
| Library Books | 8 | 1,360 | 4.8 |
| Reference Materials | 6 | 1,340 | 4.8 |
| Computer Software | 3 | 567 | 5.0 |
| Computer Hardware | 2 | 550 | 5.0 |
| Other Instructional/ Educational Materials | 8 | 998 | 4.5 |
| Other | 2 | 225 | 5.0 |

The 10 schools responding most often used funds for library books (8) and other instructional/educational materials (8). Reference materials were purchased by six schools, with two or three purchasing computer hardware, software, or other equipment.

Effectiveness was rated highly, with all ratings being 5's (extremely effective, meeting 81-100% of intended purposes) or 4's (highly effective, meeting 61-80% of intended purposes). Average ratings ranged from 4.5 to 5.0 for all categories.

# Project ASSIST

**DESCRIPTION**

Project ASSIST (Assisting Special Students in Stress Times) is a discipline management system based on "reality therapy." Reality therapy stresses the importance of teaching students to accept responsibility for their own behavior, in contrast to controlling behavior with punishment. The ASSIST monitor works together with other school staff to modify disruptive students' behavior through this approach.

Project ASSIST operated at three elementary schools in 1989-90--Blanton, Blackshear, and Wooldridge. Blanton and Wooldridge have had Project ASSIST since 1983-84; Blackshear was first served in 1985-86. All students at the ASSIST schools could be referred. Blanton and Blackshear includes grades PK-6, while Wooldridge includes PK-5.

**DUTIES OF THE MONITORS**

Chapter 2 provides one full-time ASSIST monitor at each campus. Teachers refer students to the ASSIST monitor if they become too disruptive to remain in class. Traditionally, the monitor has taken students to the ASSIST room, discussed the situation with them, and developed a contract detailing the behavior students agree to exhibit after that time. The students then stayed in the ASSIST room for varying amounts of time--typically from one hour to several days. The ASSIST room thus functioned as an in-school suspension room. Students completed class assignments and other work while in the lab. The ASSIST monitors also followed up subsequently on the students to monitor their behavior.

This year, Wooldridge maintained this basic approach. Blanton and Blackshear, however, modified their approach to ASSIST. Students were still referred to the ASSIST monitor, but most did not stay in the lab for a long period of time. Instead, students who proved disruptive met with the ASSIST monitor for a short time, came to an agreement on expected behavior from that point on, and were returned to class. The process generally took 10-30 minutes. Students missed less instructional time with this approach. Blackshear had no ASSIST room due to lack of space; the monitor utilized the conference room as needed. Blanton still had the ASSIST room, but students only stayed in the lab an hour or more if they had repeated referrals. Sometimes students were also sent home or referred to Dill for assessment. Written contracts were developed for repeat referrals.

Blanton also added preventive activities. The monitor maintained contact with a list of students (updated periodically) considered at risk of behavioral problems. Many had repeated or recent referrals. Contacts were made during breakfast, in the halls, at lunch, and after school. The monitor coordinated efforts to teach students about responsibility and involved students in positive school activities such as safety patrol, tutoring and after-school sports and other activities. (He coached football, basketball, and cheerleading.) The chart below summarizes these and other duties reported by monitors and principals at each school.

| DUTY | BLACKSHEAR | WOOLDRIDGE | BLANTON |
|---|---|---|---|
| Handling referrals of students disruptive in class | X | X | X |
| Monitoring in ASSIST room when students were present | X | X | X |
| Following up with teachers on students referred | X | X | X |
| Following up on student referrals through observations | X | X | X |
| Keeping records on those served | X | X | X |
| Working with parents of students referred through calls and/or visits | X | X | X |
| Maintaining daily contact with individual students considered high-risk in terms of behavior | X | | X |
| Organizing and coaching sports activities for high-risk students | | | X |
| Finding small responsibilities for high-risk students to assume | X | | X |
| Monitoring lunchroom behavior | | | X |
| Helping solicit adopters for high-risk students | | | X |
| Covering for teachers during special education review (ARD) meetings | X | X* | X |
| Acting as liaison for the principal as needed | | X | |
| Traffic control after school (rotated with other staff) | | X | |
| Typing LST/ARD minutes on computer (as time allowed) | X | | |
| Laminating/copying materials for teachers (as time allowed) | X | | |

*Discontinued mid-year

**STUDENT REFERRALS TO ASSIST**

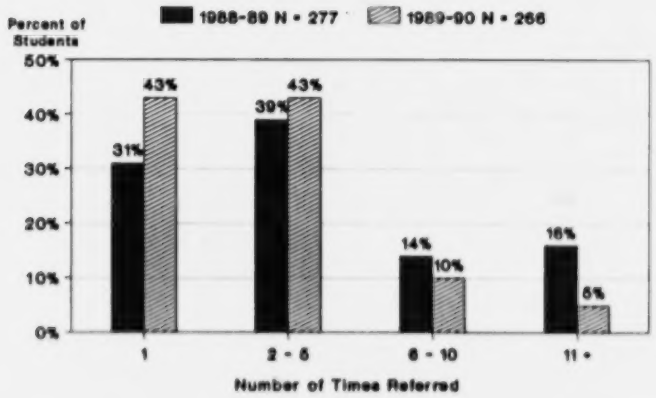
Figure 21 summarizes information on students referred to ASSIST based on ASSIST monitor logs for 1989-90. Overall, 266 students were referred to ASSIST a total of 831 times. Based on a total allocation of $50,750 the per-student cost was $190.79.

**FIGURE 21**
**1989-90 PROJECT ASSIST REFERRALS**

| | | Blackshear | Blanton | Wooldridge | Total |
|---|---|---|---|---|---|
| Number Students Referred | | 34 | 103 | 129 | 266 |
| Total Times Referred | | 55 | 445 | 331 | 831 |
| Average Number Referrals for Those Referred | | 1.6 | 4.3 | 2.6 | 3.1 |
| Percent Referred by: | | | | | |
| Ethnicity-- | Black | 79% | 73% | 44% | 59% |
| | Hispanic | 21% | 18% | 25% | 22% |
| | Other | 0% | 9% | 31% | 19% |
| Grade -- | Pre-K | 0% | 3% | 0% | 1% |
| | K - 3 | 21% | 29% | 64% | 45% |
| | 4 - 6 | 79% | 68% | 36% | 54% |
| Sex -- | Female | 24% | 23% | 26% | 24% |
| | Male | 77% | 77% | 74% | 76% |
| Special Education -- | Yes | 32% | 10% | 16% | 16% |
| | No | 68% | 90% | 84% | 84% |

- Considerably fewer students were referred to ASSIST at Blackshear (34) than at Wooldridge (129) or Blanton (103).
- Individual students were not referred as frequently as last year (significant at the .01 level), with more students referred once and fewer students referred six or more times (see Figure 22). Total referrals this year were 831 compared to 1,486 last year. Individual students referred were sent 1 - 30 times, with three times being the average.
- More students in the intermediate grades of 4, 5, and 6 (54%) were referred than students in the primary grades of Pre-K through 3 (46%).
- More Black (59%) than Hispanic (22%) or Other (19%) students were referred. In addition, Blacks were referred at a rate that exceeded their percentage (44%) in the ASSIST schools.
- Special education students represented 16% of the referrals.
- Many more males (76%) than females (24%) were referred.

FIGURE 22
PROJECT ASSIST
Frequency of Referral per Student
1988-89 and 1989-90

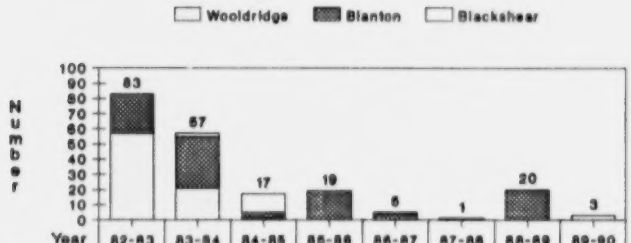


**EFFECTIVENESS -- DISCIPLINE RATES**

Figure 23 and 24 illustrate that both suspension and corporal punishment rates have declined since ASSIST began. Between 1988-89 and 1989-90:

- Suspension rates declined, from 20 to 3 incidents at the three schools this year; and
- Corporal punishment rates increased, from 10 to 16 incidents (because of an increase at Blackshear).

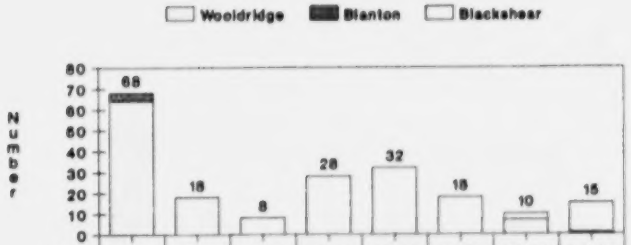
FIGURE 23
NUMBER OF SUSPENSIONS AT BLANTON, WOOLDRIDGE, AND BLACKSHEAR




| Year | 82-83 | 83-84 | 84-85 | 85-86 | 86-87 | 87-88 | 88-89 | 89-90 |
|---|---|---|---|---|---|---|---|---|
| Blackshear | 0 | 2 | 12 | 0 | 1 | 0 | 0 | 0 |
| Blanton | 26 | 34 | 4 | 19 | 4 | 0 | 20 | 0 |
| Wooldridge | 57 | 21 | 1 | 0 | 0 | 1 | 0 | 3 |
| Total | 83 | 57 | 17 | 19 | 2 | 1 | 20 | 0 |

NOTE: ASSIST began at Wooldridge and Blanton in 1983-84 and Blackshear in 1985-86

FIGURE 24
CORPORAL PUNISHMENT RATES AT BLANTON, BLACKSHEAR AND WOOLDRIDGE




| Year | 82-83 | 83-84 | 84-85 | 85-86 | 86-87 | 87-88 | 88-89 | 89-90 |
|---|---|---|---|---|---|---|---|---|
| Blackshear | | | 8 | 28 | 32 | 18 | 3 | 14 |
| Blanton | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Wooldridge | 64 | 18 | 0 | 0 | 0 | 0 | 7 | 1 |

NOTE: ASSIST began at Blanton and Wooldridge in 1983-84 and Blackshear in 1985-86

# School Community Liaison (SCL) Augmentation

**SERVICES PROVIDED**

School Community Liaison Augmentation provided bus transportation for multicultural events, school-based activities, special trips, and community events. Overall, 217 buses were paid for through Chapter 2 funds in 1989-90. Most runs were requested by elementary schools (18 were secondary). At an estimated 55 students and 5 parents per bus, 13,020 students and parents were served overall. Based on a Chapter 2 allocation of $12,000, the cost per participant was $.92. Some of the most popular uses of this service were for trips to:

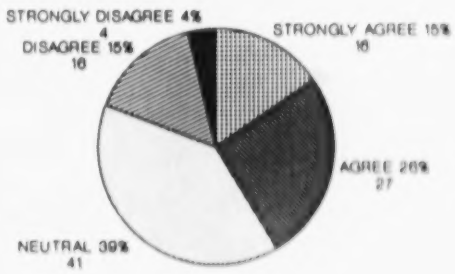
- Other schools (51)--most often for multicultural events or celebrations/activities designed to mix school populations of varying ethnicities;
- The University of Texas at Austin (35)--Opera Lab, Memorial Museum, Bass Concert Hall (Harlem Boys Choir);
- Paramount Theatre (21)--Ballet Folklorico, Kinderconcert, plays;
- Givens Recreation Center (14);
- Camp Dayglo (10);
- Houston-Tillotson College (9);
- Trips home from after-school tutoring (6);
- Carver Museum (5); and
- Zilker Park (5)--attendance celebration, dropout workshop.

**EFFECTIVENESS**

On the districtwide staff survey, 41% of a sample of elementary and secondary campus administrators indicated that parent and student involvement in special activities is facilitated by the transportation services coordinated by the School Community Liaison office (39% were neutral and 19% disagreed).

FIGURE 25

PARENT AND STUDENT INVOLVEMENT IN SPECIAL ACTIVITIES IS FACILITATED BY THE TRANSPORTATION SERVICES COORDINATED BY THE SCHOOL-COMMUNITY LIAISON OFFICE




N = 104

# Secondary Remediation Support

**DESCRIPTION**

Chapter 2 provided $8,000 for supplies to support three dropout prevention programs at the high school level. The 6 high schools with Zenith received $500 each, while the 10 with TAP and/or PEAK received $111 for each program at their school; an additional $3,000 was allocated to reproduction. A brief description of each program is provided below.

> **ZENITH:** Students 16 or over with no reasonable expectation of graduating on schedule are eligible to participate (given eighth grade proficiency on a standardized test). This program is conceived from the Adult Competency Based Diploma Program. It provides a means to complete identified essential elements for all required high school courses more quickly. Students are assigned to an approved job site four hours a day and to class work three hours a day. Daily attendance is required.
>
> **TAP:** Retained eighth graders are eligible for the Transitional Academic Program (TAP), a semester-long program at nine high schools. Students can remediate two eighth grade courses while enrolled in ninth grade courses.
>
> **PEAK:** Former AIP* and TAP students, plus other at-risk students referred, can participate in PEAK (Practical, Effective, Appropriate Knowledge). PEAK provides a sequence of up to eight semesters of course work designed to improve students' study skills, self-concept, and interpersonal skills, as well as providing tutorial help.

A wide variety of manuals, textbooks, workbooks, handbooks, answer sheets, and software needed for Zenith, PEAK, and TAP was purchased through Chapter 2. Each school ordered materials at their discretion. Funds were not fully expended.

**STUDENTS SERVED**

Overall, 521 students were served through the Chapter 2 funds (see Figure 26). Based on an allocation of $8,000, the cost per student was $15.36.

* AIP (Academic Incentive Program) is a full-year program designed to help retained middle school students to be promoted after successful completion of an alternative core curriculum in mathematics, language, and reading and curriculum related to social and coping skills.

**FIGURE 26**
**STUDENTS SERVED IN 1989-90**
**THROUGH ZENITH, TAP, and PEAK**

| PROGRAMS | FALL | SPRING | OVERALL |
|---|---|---|---|
| Zenith | 210 | 195 | 285 |
| TAP | 71 | 0 | 71 |
| PEAK | 109 | 74 | 165 |
| | 390 | 269 | 521 |

NOTE: Some students enrolled in fall also enrolled in spring. "Overall" count is unduplicated (each student is counted only once).

**EFFECTIVENESS**

High school administrators were asked whether Chapter 2 funds helped them in implementing Zenith, TAP, and/or PEAK on the districtwide staff surveys in January. Of the 30 respondents,

- 19 (63%) agreed,
- 9 (30%) were neutral, and
- 2 (7%) disagreed.

A random sample of 694 secondary teachers, other professionals, and administrators were asked to choose the most effective of 13 programs in AISD for decreasing the dropout rate (none was the 14th choice). As shown below, none of the programs receiving Chapter 2 funds were selected frequently, with Zenith ranked 11th, TAP ranked 13th, and PEAK ranked 14th. Of course, it must be recognized that the number of students impacted by each program varies, which could affect these ranks.

| Rank | Program | Rank | Program |
|---|---|---|---|
| 1 | Academic Incentive Program (AIP) | 8 | Communities in Schools (CIS) |
| 2 | Coordinated Vocational Academic Vocational Education (CVAE) | 9 | Wings Specialists |
| 2 | None of the above | 10 | Robbins |
| 4 | Alternative Learning Center (ALC) | 11 | Zenith |
| 5 | Mentor | 12 | Teenage Parent |
| 6 | Peer Assistance and Leadership (PAL) | 13 | Transitional Academic Program (TAP) |
| 7 | Evening High School | 14 | Practical, Effective, Appropriate Knowledge (PEAK) |

More objective data on program effectiveness will be available in the 1989-90 Project Grad report (ORE Publication No. 89.35).

**Thus, two thirds of the staff found Chapter 2 funds to be useful in implementing Zenith, TAP, and PEAK. AISD staff overall do not rank TAP, PEAK, and Zenith among the most highly ranked dropout prevention programs in AISD. More objective data will be available later this summer.**

# Spanish Academy

**DESCRIPTION**

The Spanish Academy offers courses in Spanish to AISD employees through this continuing program. The program is designed to develop proficiency in conversational Spanish and to familiarize participants with Hispanic culture. The main goal is to improve the ability of staff to deal with students and parents who are Spanish speakers. Participants may also benefit in dealing with staff and community members.

In 1989-90, two half-time instructors taught beginning, intermediate, and advanced classes during the summer (8 class sessions), fall (12 sessions), and spring (14 sessions) outside of school hours. The largest number of students enrolled in beginning classes. Each class session lasted two hours. Most classes were held at community schools. Additional classes were offered for specialized staff groups such as secretaries; communities in schools staff; elementary art, music, and physical education teachers; and candidates for the bilingual proficiency exam. These met once a week for three to five weeks.

**ENROLLMENT OF AISD PERSONNEL**

The number of classes provided and the number of staff enrolling in 1989-90 is shown below. **Total enrollment (413) was higher than last year (355).** The Chapter 2 allocation of $42,727 amounted to $103 per staff member enrolled.

| | NUMBER CLASSES | | ENROLLED | | TOTAL |
|---|---|---|---|---|---|
| SEMESTER | REGULAR | SPECIAL | REGULAR | SPECIAL | |
| Summer, 1989 | 5 | - | 71 | - | 71 |
| Fall, 1989 | 10 | 4 | 120 | 43 | 163 |
| Spring, 1990 | 10 | 6 | 114 | 65 | 179 |
| 1989-90 TOTAL | 25 | 10 | 305 | 108 | 413 |

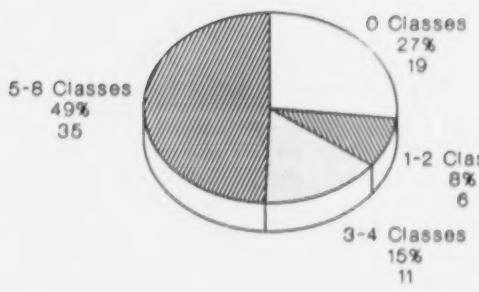
NOTE: Counts are unduplicated within semesters but duplicated across semesters. (Some staff enrolled more than one semester.)

Figure 27 shows the number of classes attended by those enrolled in regular classes. (Those listed as "0" enrolled but did not show up for classes.) Professional and administrative

participants who attended three or more classes were eligible for Time Equivalency Staff Development (TESD) credit; those attending nine or more could receive Advanced Academic Training (AAT). **About half (51%) of those enrolled during fall and spring attended nine or more sessions.**

FIGURE 27

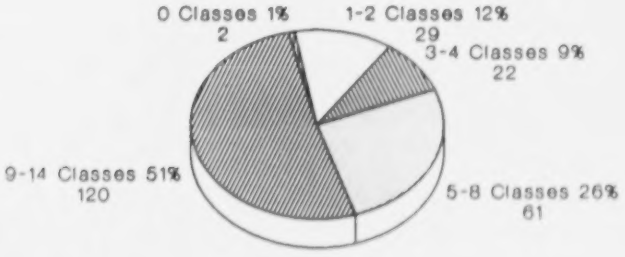
SPANISH ACADEMY 1989-90
Number of Classes Attended




N = 71

Summer, 1989

SPANISH ACADEMY 1989-90
Number of Classes Attended




N = 234
Regular Classes Only

Fall and Spring, 1989-90

Spanish Academy participants represented 13 different positions overall, with teachers most common by far (71%). Other positions represented included librarian, counselor, principal, secretary, bus driver, monitor, parent training specialist, WINGS specialist, custodian, director, bookkeeper, and educational diagnostician.

**EFFECTIVENESS**

Students enrolled in the fall Spanish Academy classes who attended three or more times were asked to complete a course evaluation form in December. The only exception were students in two of the specialized classes which did not end until January. Overall, 77 of 113 forms (68%) were returned. Respondents had participated from one semester (60%) to eight semesters.

**Responses were generally quite positive** and indicated that:

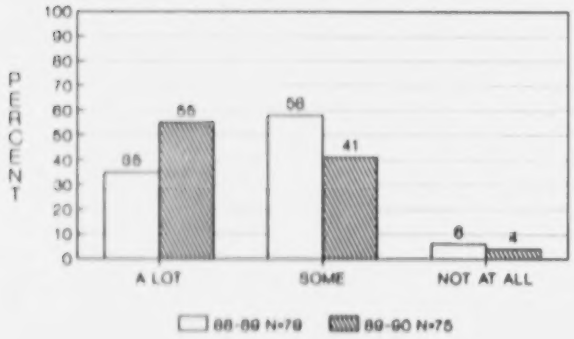
- 84% of the participants considered the course excellent, with 15% rating it good, and 1% rating it adequate.

- 96% believed the course helped them in their job, with 55% indicating it helped "a lot" and 41% indicated it helped "some". A significantly lower percentage (35%) indicated the course helped them "a lot" last year (see Figure 28).

FIGURE 28

SPANISH ACADEMY

Has this program helped you in your job?




- 95% felt the course helped them communicate with Spanish-speaking students, with slightly lower percentages agreeing the course helped them communicate with Spanish-speaking staff (88%), parents (81%), and community members (78%). (Some respondents, 11-23% per item, indicated they had no Spanish speakers to work with during the fall).

- 65% of those with Hispanic students in their classrooms (34 of 77 respondents) believed their participation in the Spanish Academy positively impacted student achievement.

- All but one respondent (99%) wanted all aspects of the Spanish Academy maintained in the future. Some suggested additions, including more guest or native speakers (3) and information on culture (2).

- Nearly all respondents (97%) indicated they would continue to take classes.

On the districtwide survey, 53% of a broader sample of central administrators and professionals believed the Spanish Academy was effective in assisting AISD staff in communicating with parents and students in Spanish.

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